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ABSTRACT

A framework for New York communities interested in establishing drug-free school zones is provided in this guidebook. Chapters 1-4 present background information to familiarize the reader with drug-free school zones, relevant alcohol and drug abuse policies and concepts, and school/community partnerships. Chapters 5 and 6 offer guidelines for the implementation of drug-free school zones, such as strategies for prevention, enforcement, community education, and agency involvement and coordination. Chapter 7 outlines strategies and activities that foster community support. Two figures illustrate action plan components and the action plan development process. Appendices contain the Drug Free School and Communities Act of 1986 (sections 5122 and 5145), New York State penal law, lists of statewide and other resources, and a sample resolution. (7 references) (LMI)

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A Drug-Free School Zone Guide

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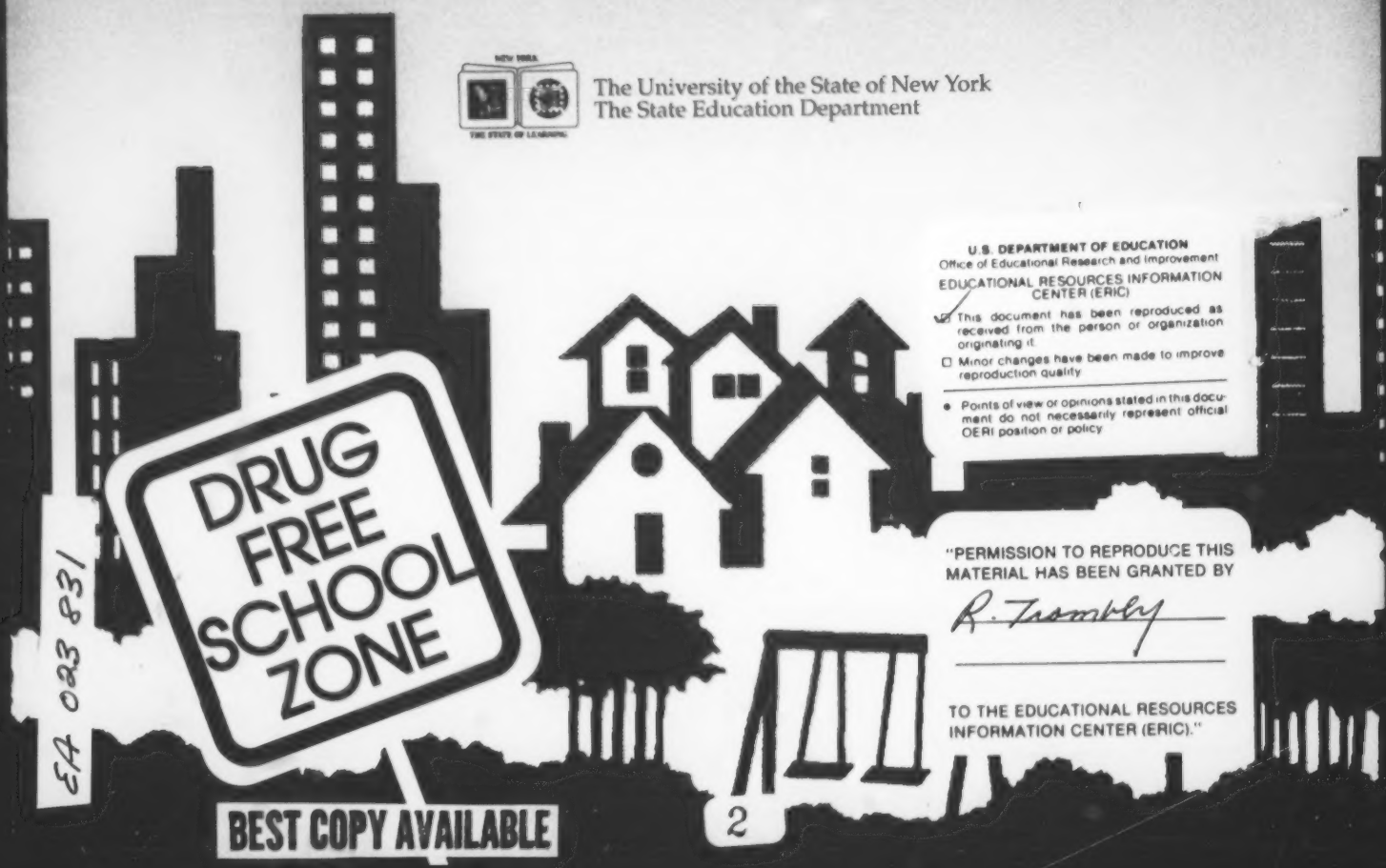

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ALBANY, NEW YORK 12234

A MESSAGE FROM THE COMMISSIONER

For some time now, educators, officials, and community groups have been working to educate young people about the dangers of using alcohol, tobacco, and other drugs. There is evidence of some decline in drug use among school-aged youths.

Nevertheless, problems associated with drugs continue to be deeply rooted in our society. Schools and communities must step up their efforts to eliminate the use of drugs. This guide will help those wishing to establish Drug-Free School Zones in and around schools to ensure a safe and drug-free environment for children.

The State Education Department acknowledges the support of New York's Freemasons in the development of this guide. We are grateful for their commitment to preventing drug use in New York State schools. Collaboration with such community organizations is essential if we are to help youngsters avoid this scourge.

Under the Drug-Free Schools and Communities Act, the Department supports education to prevent the use of alcohol, tobacco, and other drugs. We encourage schools and communities to establish Drug-Free School Zones to provide an environment where children can grow up free of the personal and social ills caused by drugs.

Thomas Sobol
Commissioner of Education

GRAND LODGE
FREE AND ACCEPTED MASONS
OF THE
STATE OF NEW YORK

RICHARD P. THOMAS
GRAND MASTER
68 NOTTINGHAM COURT
MANHASSET HILLS, N. Y. 11040-2211

RES: (516) 352-1541
BUS: (212) 741-4510

To All New York State Educators:

On behalf of the more than 108,000 New York State Freemasons, I am pleased to report on our involvement in the development of the guide, "Working Together for Drug-Free Schools," and on the Masons' interest in working with other concerned citizens in preventing alcohol and other drug use by school-age youth.

Our 750 local lodges in hundreds of communities across the Empire State have been involved in drug and alcohol prevention, including the sponsoring of school poster programs, essay contests, and the distribution of thousands of booklets, flyers, and bumper stickers.

Our recent collaboration with the New York State Education Department, providing major funding for the development of this guide, now relies on its implementation in every school in the State. Our local Masons stand ready to assist, in any way we can, in partnership with schools, communities and law enforcement authorities.

The Masonic district and lodge representatives will work with you as you see fit. Let us be your arms and legs; let us help "sell" the program to the community; let us help create drug-free school zones everywhere.

Sincerely and fraternally,

Richard P. Thomas
Grand Master

Working Together for

DRUG-FREE SCHOOLS & COMMUNITIES

A Drug-Free School Zone Guide

The University of the State of New York
The State Education Department
Division of Pupil Health and Fitness
Bureau of School Health Education and Services
Albany, New York 12234

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FOREWORD

Schools must provide a safe haven for students, a place where children can learn and teachers can teach without the threat of physical and psychological harm.

The goal of this guidebook is to provide New York State school staff, students, parents, law enforcement agencies, and other members of the community with information necessary to develop Drug-Free School Zones around their school buildings and in their communities. The information presented here is meant to be part of a community-wide anti-drug abuse prevention/intervention program. Each school and community will shape the Drug-Free School Zone that fits it best, reflecting the needs, resources, and preferences of the communities in which the zones are developed.

Current efforts to establish Drug-Free School Zones began with the Drug-Free Schools and Communities Act (DFSCA) passed by the U.S. Congress in 1986. Also, in 1986, New York State enacted Section 220.44 of the Penal Law, which provides stronger criminal penalties for drug offenses that occur within a 1,000 foot radius of school property. At the same time, prevention and intervention programs have been developed within schools to educate children about the dangers of alcohol and other drug use and to provide counseling to children who are already involved or at high risk.

This guide was developed by the Center for Advanced Study in Education, of The Graduate School and University Center, The City University of New York, with funding provided by the New York State Education Department's Drug-Free Schools and Community Act Program and the Free and Accepted Masons of the State of New York. The guide was written by Lynn M. Bach. The following people were instrumental in its development: Jacquee Albers, Program Director, Gail Harding, Program Manager, and Rondiene Robins, Student Intern, of the New York State Drug-Free Schools and Communities Act Program; Roberta Blotner, Director, The City University of New York Substance Abuse Prevention Program at John Jay College of Criminal Justice; Bert Flugman, Director, Audrey Gartner, Project Coordinator, and Leo Goldman, Project Associate, of the Center for Advanced Study in Education, of the Graduate School and University Center, The City University of New York.

We wish to thank the following members of the Advisory Committee for their valuable comments: Deidre Breslin, New York State Division of Alcoholism and Alcohol Abuse; Joyce Brown, New York State School Boards Association; Kathleen Coughlin, New York State Division of Substance Abuse Services; Richard Dehais, New York State Division of Criminal Justice Services; Vincent Giordano, New York City Board of Education Office of Substance Abuse Prevention; Joan Kirby, New York City Board of Education Office of Parent Involvement; Levander Lilly, New York State Council of School Superintendents; Charles Michaelson, New York State Union of Teachers; Gil Savitsky and Carl F. Rymski III, New York State Free and Accepted Masons Committee on Drug and Alcohol Abuse Prevention; Norman Whitlow, Youth Leadership Project, New York City Community School District 1.

I. INTRODUCTION TO DRUG-FREE SCHOOL ZONES

An essential step in creating drug-free communities is to provide safe space where children can learn and play without having to contend with alcohol and other drug activity. A natural place to begin this effort is in the area or "zone" in and around our schools.

Drug-free School Zones (DFSZ) are created through school and community partnerships and consist of comprehensive alcohol and drug prevention programs integrated with local law enforcement efforts.

Effective implementation of DFSZ programs will depend upon the active cooperation of many different people and organizations throughout the community who share the goals of prevention, rehabilitation, and safety in schools and on the streets.

Creating and maintaining DFSZs is an ongoing task for which no one approach suffices. Alcohol and other drug problems come from many sources, and are complex and difficult to deal with. Solutions will vary for different schools and neighborhoods, both over time and in keeping with the diverse needs, resources, settings, and values of the community.

Although Drug-Free School Zones alone cannot solve our alcohol and drug problems, they may offer a useful focus for development and coordination of comprehensive strategies and programs to help prevent some of the devastating social and personal problems associated with alcohol and other drug use.

How to Use This Guide

The purpose of this guide is to provide a framework for communities in New York State interested in establishing drug-free school zones. It also is intended to provoke discussion and debate about how best to achieve drug-free school zones and drug-free communities.

The guide is organized in three parts:

- Chapters I - IV are designed to familiarize the reader with drug-free school zones, with other relevant alcohol and drug abuse program policies and concepts, and with school/community partnerships.
- Chapters V and VI present guidelines for implementation of drug-free school zones. These include prevention, enforcement, and community education components, agency involvement and coordination, and the tasks of putting DFSZs into place.
- Chapter VII suggests strategies and activities that community members can use to support drug-free schools and communities.

II. BACKGROUND AND POLICY

Statement of Principles

Drug-Free School Zone initiatives can be most effective when planning and implementation are undertaken with a commitment to the following principles:

- **DFSZ initiatives are not the entire solution to the drug problem.**
- **DFSZ initiatives reflect the joint participation of school administrators and staff.**
- **DFSZ initiatives involve all sectors of the community.**
- **DFSZ initiatives reflect community needs, resources, and preferences.**

DFSZ initiatives can be viewed as one integrated component of a larger, more comprehensive anti-drug abuse prevention/intervention program. These initiatives result from a shared effort by school personnel, members of the community at large, civic organizations and associations, and local law enforcement agencies. They involve all sectors of the community: people of various ages, ethnic groups, political opinions, religious beliefs, and professional affiliations. DFSZ initiatives are tailored to reflect the needs, resources and preferences of the communities in which they take place.

Federal Legislation

Current efforts to establish Drug-Free School Zones have their origins in the Drug-Free Schools and Communities Act (DFSCA), passed by the U.S. Congress in 1986. The basic purpose of the Act is to encourage schools, in collaboration with parents and local community organizations, to establish and operate drug education and prevention programs. The Act provides Federal funds for grants and programs to school districts and other educational agencies.

The Federal government urges states to pass and enforce laws, similar to Federal laws, that provide for stronger criminal penalties for drug offenses that occur on or near school grounds — usually defined as a zone within a 1,000 foot radius of a school's perimeter (21 U.S.C. 845a). A 1989 amendment to the Drug-Free Schools and Community Act encourages states to "promote, establish and maintain drug-free school zones." A more recent amendment, issued in late 1990, strengthens this recommendation (see Appendix A).

In passing the DFSCA, the Congress observed that "drug education and prevention programs are essential components of a comprehensive strategy to reduce the demand for and the use of drugs" as well as their "tragic social and personal consequences." Congress further stated that "schools and local community organizations

throughout the nation have special responsibilities to work together to combat the scourge of drug use and alcohol abuse." (DFSCA, 1986)

Successful implementation of the DFSZ concept will depend upon not only increased law enforcement activity and enhanced penalties, but also the development and implementation of well thought-out and coordinated prevention programs.

Eligibility for Federal Funds

To be eligible to receive Federal funds for any purpose, school districts had to certify, by October 1, 1990, that they had developed and were in the process of implementing a prevention program that includes:

- **age-appropriate, developmentally based drug and alcohol education and prevention programs for all students in all grade levels from early childhood through grade 12;**
- **information about the nature, and the legal, social, and health consequences of alcohol and other drugs use;**
- **information about the harm and unlawfulness of the use of illicit substances;**
- **standards of conduct for students and employees, including disciplinary and legal sanctions for unlawful use, possession, or distribution of illicit drugs or alcohol;**
- **techniques to resist peer pressure;**
- **information about counseling and rehabilitation programs; and**
- **the requirement that parents, students, and employees be given copies of the standards of conduct and the disciplinary sanctions and be notified that the standards of conduct are mandatory (see Appendix B).**

Federal and State Enforcement Policies

Under Federal criminal law, penalties for drug offenses committed within a 1,000 foot radius of school property can be double the usual penalty for the same offense (21 U.S.C. 845a). In New York State, sale of a controlled substance to a minor less than 19 years of age, on or near school grounds, is now a class B felony and can incur a minimum of one to 8 1/2 years sentence (N.Y.P.L. Chapter 280, Section 220.44, 1986).

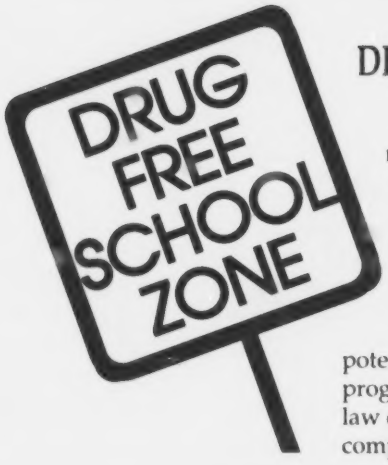
Recent Federal anti-drug policy has focused on enforcement, and most Federal funds have been allocated to enforcement as opposed to prevention or treatment. However, increased arrests and prison sentences do not in themselves effectively address the multiple problems associated with illicit drugs.[1] Policymakers in New York State support the State criminal laws providing for increased penalties for drug sales to minors on or within 1,000 feet of school grounds, but also recommend the establishment and maintenance of more education, prevention, and treatment programs. Effective planning and operation of drug-free school zones are best achieved through school and community partnerships in which local law enforcement agencies are involved.

State Policy Objectives: Prevention, Treatment, and Enforcement

New York State historically has provided the major portion of the funds for grants, model programs, and technical assistance used by schools and communities for prevention and treatment programs. The State strongly supports the development of alcohol and other drug abuse programs and policies that provide: counseling and treatment efforts; programs for high risk youth; alternatives to incarceration; community schools; and initiatives designed to address the underlying and overlaying social and economic causes of alcohol and other drug abuse.[2]

These and many other statewide programs — administered through the State Division of Substance Abuse Services (DSAS), the State Education Department (SED), the Division of Alcoholism and Alcohol Abuse (DAAA), the Division of Criminal Justice Services (DCJS), the Statewide Anti-Drug Abuse Council (ADAC), and other State agencies — play a vital role in comprehensive efforts to eliminate alcohol and other drug use and abuse in our schools and communities. Local community efforts also support and promote a wide range of exemplary alcohol and other drug use and abuse prevention programs.

DFSZ initiatives in New York State reflect the State's commitment to prevention and treatment as well as enforcement.



DFSZ: More Than Just a Sign

Schools and communities that have implemented a DFSZ plan can be recognized by warning signs posted at or near the schools. These signs mark the boundaries of the zone and are intended to deter drug sellers and drug users. The signs also attract civic attention and remind the community of the pervasiveness of the problem of alcohol and other drugs and of local efforts to combat it. They can be used to promote greater public support for prevention and enforcement activities.

However, signs used alone will quickly lose their novelty. The symbolic potential of signs must be supported and supplemented by coordinated planning for programs that involve not only school staff and board of education members, but also law enforcement officials, parents, students, and the community at large committed to comprehensive anti-drug strategies ranging from basic prevention to enforcement.

"By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning."

Objectives:

Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.

Parents, businesses, and community organizations will work together to ensure that the schools are a safe haven for all children.

Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

America 2000: An Education Strategy, President Bush's National Education Goals, 1991.

III. THE SCHOOL/COMMUNITY PARTNERSHIP: ORGANIZING AND PLANNING

While the school serves as the geographical center of the Drug-Free School Zone, prevention and enforcement activities will be most successful where school personnel and community members combine their efforts to develop a broad, coordinated response to the problems associated with the illegal use of alcohol and other drugs. An integrated and coordinated program, drawing from all facets of the community, is needed to extend the DFSZ's influence beyond the physical boundaries of the school and to promote a comprehensive approach to the drug problem.

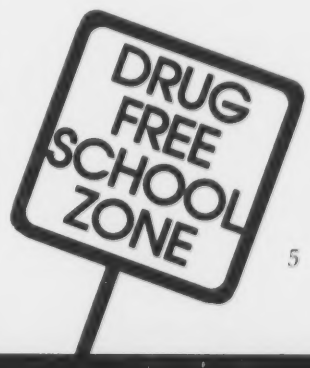
The idea behind this school and community partnership is to help ensure that Drug-Free School Zones will function not simply as certain demarcated territories, but as building blocks for policy development, community action, and outreach and prevention programs throughout surrounding neighborhoods. Partnership and cooperation will increase the opportunity for discussion and promote the identification of common problems.

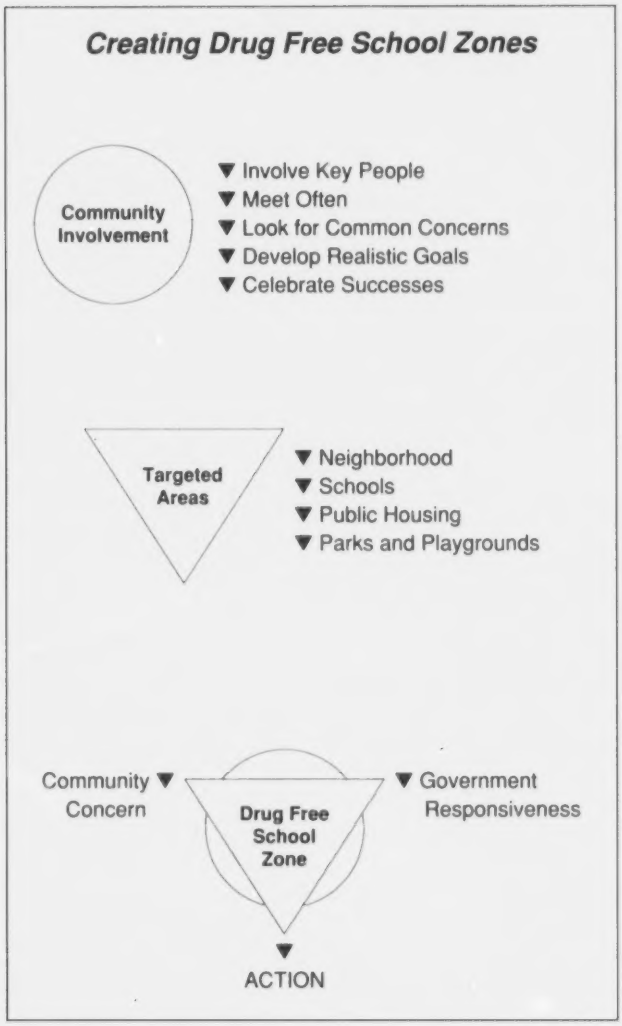
DFSZ planning will benefit from the widespread participation of community members who can play a role in evaluating existing programs and in proposing new and creative solutions. Community participation will also help ensure that DFSZ programs are tailored to the particular needs and resources of the community involved.

The Importance of Coalition-Building

Citizens from varied backgrounds share a common interest in overcoming the illegal use of alcohol and other drugs. Many have already offered their services through tenant and block associations, PTAs, religious organizations, and business affiliations. Some of these groups have combined their efforts by forming coalitions, often in conjunction with a local school district or school board, to provide a united front against the problems associated with alcohol and other drugs. Coalition-building can help ensure the widespread community participation essential to the implementation of an effective Drug-Free School Zone.

In order to plan and carry out their work effectively, coalitions can form task forces and working committees to explore the nature and extent of the drug problem and determine the resources available to confront the problem in their communities. Once they have developed a working knowledge of existing programs, relevant government agencies, and particular community concerns, these committees and task forces can develop concrete strategies for implementation tailored to precise needs. While their goal will be to achieve drug-free neighborhoods and schools, they will be undertaking a systematic effort to fulfill an array of short-term objectives, ranging from the appointment of leadership personnel to the tasks of developing comprehensive education and prevention programs. For example, one immediate objective may





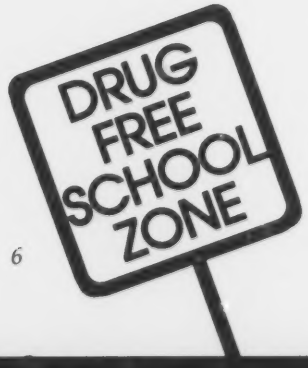
Source: *Drug-Free Zones: Action Guide*, Crime Prevention Center, California Attorney General's Office, May 1991.

be to employ a full-time drug prevention coordinator, as many schools already do, to oversee program development and implementation. The coordinator, whose position could be funded with the grant monies made available through the Drug-Free Schools and Communities Act, may also play a role in organizing community-wide meetings designed to solicit broader input and participation.

The School and Community Partnership in Practice

Local school districts and school boards have resources to plan and promote prevention and enforcement activities throughout their communities to help assure the success of DFSZ initiatives. Besides special committees and task forces, all school districts now should have health and/or drug advisory councils.

These councils and committees, which tend to have many links to the community as well as a working knowledge of available resources and existing programs, serve as advisors to the school district and provide information, technical assistance, and overall planning and policy support. Existing committees and councils may undertake primary responsibility for the planning, implementation, and coordination of the DFSZ project, or their representatives could play a leadership role in forming a coalition of school and community groups and law enforcement officials that would assume similar responsibilities.



IV. BUILDING A FOUNDATION FOR DRUG-FREE SCHOOL ZONES

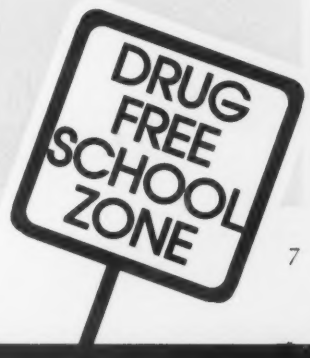
The following program components and policies can help to provide a foundation on which to begin to build Drug-Free School Zones.

A Prevention Program

"Prevention is the component of the comprehensive approach that can most effectively reduce the scope of the problem, protect and strengthen those not involved, and recognize and bolster the strength of those most at risk."[3]

The intent of primary prevention programming is to prevent or delay the onset of alcohol, tobacco, and other substance use by students. The components of this programming include:

1. A sequential K-12 prevention curriculum that provides:
   - Accurate and age-appropriate information about alcohol, tobacco, and other substances, including the physical, psychological, and social consequences of their use/abuse;
   - Information about the relationship of alcohol and other substance use/abuse to other health-compromising issues such as AIDS, teenage pregnancy, eating disorders, child abuse, suicide, and dropping out of school;
   - Life skills development to help students resist the use of alcohol and other substances and to promote healthy life-styles;
   - Identification of personal risk factors for alcohol and other substance use/abuse and the steps needed for risk reduction;
   - Opportunities in a supportive environment to develop self-esteem;
   - Helping students develop a positive self-concept; and
   - Skills development to manage stress through nonchemical means.
2. Training of school staff, parents, and guardians to use the information and skills necessary to reinforce the components of this prevention program in the home, school, and community.
3. Community education about the issues of alcohol, tobacco, and other substance use/abuse as a basis for providing a consistent no-use message to youth.
4. Positive alternatives to alcohol and other substance use/abuse, such as peer leadership programs, service projects, and recreational and extracurricular activities. Such activities can be planned collaboratively by students, school staff, parents, community members, and agencies.[4]



In addition to working with students and training staff in all areas of drug-abuse prevention, school districts now offer employee assistance programs, parent education, and drug and alcohol abuse education to the community at large. Any comprehensive list of policies and programs must also include increased community awareness and attention to the underlying social and economic problems that contribute to crime and drug abuse —including joblessness, homelessness, and hopelessness about the future.

"Research shows that drug prevention efforts are most effective when they extend beyond the school day and involve a variety of people from the community."[5]

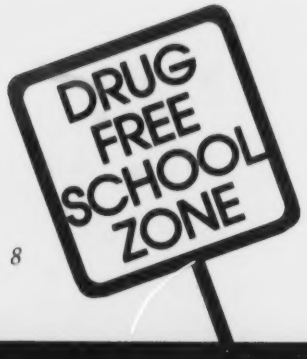
Standards of Conduct

In order to qualify for Federal DFSCA funds, school districts are required to develop written standards of conduct for students and staff, which include basic prohibitions against alcohol and other drug use, and identify possible disciplinary and legal sanctions. Consistently enforced standards of conduct are important elements in any school prevention program or DFSZ effort. Consistently enforced standards of conduct can also deter the illegal use of alcohol and other drugs, both within and outside the schools.

Students can participate in the development and drafting of policies relating to their own conduct. Policies that students help to draft are more likely to be understood and respected by them and to be reinforced by their peers. Age-appropriate statements about students' rights and responsibilities can provide valuable guidelines to help promote social and ethical development.

While the school district's efforts are primarily targeted at providing prevention and intervention services, students must also be informed of the potential legal consequences of their behavior. The district must establish procedures to see that a student or staff member found in violation of the policy receives the appropriate consequences of his or her actions within the limits of due process procedures. The district must insure that in cases where a handicapped student's violation of the policy may be due to his or her handicap, he or she is referred to the Committee on Special Education for discipline in accordance with the requirements of Part 200 of the Regulations of the Commissioner of Education.

Equally important is that the students or staff members receive appropriate counseling and support when experiencing problems with alcohol and other drugs. To do either counseling or disciplining without the other is to inhibit individuals from understanding that their actions bring both personal and legal consequences.[6]



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School and Local Law Enforcement Relationships

School district disciplinary codes addressing alcohol and other substance use must also describe the relationship between the district's disciplinary efforts and those of the criminal justice system — police, judges, probation officers, prosecutors. A collaborative working relationship with local law enforcement officials will enable school officials to know when and how to involve the law enforcement community, and law enforcement officials will know of the school services available to assist youth. (For a review of the laws and legal issues affecting student use and possession of alcohol and other substances, see the New York State Education Department booklet, *Alcohol/Drug-Free Schools in New York State: Planning and Policy Guidelines*, 1987, pages 29-34 and 63-75.)

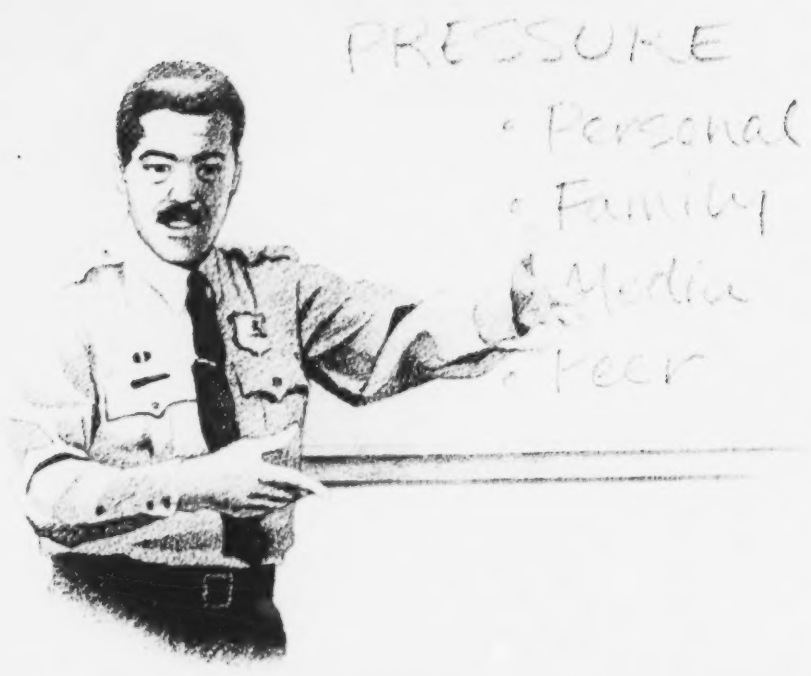
Memoranda of Understanding

The relationship between schools and law enforcement agencies, as part of the process of creating DFSZs, can be stated in written memoranda of understanding that include:

- **specific policies, procedures, and guidelines to be followed by both schools and law enforcement agencies in situations involving illegal use of alcohol or other drugs;**
- **descriptions of liaison and linkage arrangements between school and law enforcement officials, including provisions for regular contact and discussion of mutual concerns and strategies;**
- **descriptions of policies and plans for joint training programs in prevention, intervention, and deterrence.**[7]

It is important that law enforcement activities be integrated with ongoing education and counseling programs. Toward this end, cooperative memoranda of understanding can also include provisions stating when and under what circumstances school officials are legally required, under State law, to refer a violation or produce evidence, and that specify the manner in which law enforcement officers may enter school grounds and the activities they may undertake there in promoting safety and security.

In addition, memoranda of understanding can provide a clear statement of the referral process to be used by schools with regard to both social agencies and local law enforcement agencies. It is desirable, as a matter of policy, that all acts which reasonably appear to constitute a crime be reported to a designated law enforcement officer.



School and Law Enforcement Activities

The following is a list of activities that school administrators and law enforcement officials can undertake jointly:

- Draft guidelines and procedures for handling drug episodes and violations that occur on school premises, including referrals to social agencies and mutual support to each other's efforts.
- Conduct meetings and training sessions on how to make school premises secure.
- Sponsor training and prevention programs such as Drug Abuse Resistance Education (DARE) and School Program to Educate and Control Drug Abuse (SPECDA) in which uniformed officers provide students with information and teach drug refusal skills.
- Develop educational and informational programs and assemblies for parents and other interested community members on symptoms and consequences of alcohol and other drug use.
- Meet with local merchants to reinforce laws around the sale of alcohol and tobacco to minors.
- Provide workshops to students, parents, and interested community members designed to inform them about the role of law in society and in school.
- Participate in programs to encourage students to remain in school.
- Participate in recreational, cultural, and sports activities with children that provide a meaningful alternative to drug abuse by promoting accomplishment and self-esteem.
- Speak to civic and community groups about problems associated with drugs.

Community and Law Enforcement Activities

Law enforcement officers can also become involved with anti-drug and alcohol efforts in the community at large by developing memoranda of understanding with block groups, housing project residents, and neighborhood groups and leaders. Together, they can determine procedures for citizen reporting and police response to drug-dealing and to suspicious or threatening behavior. Organized neighborhood and citizen crime-control efforts — block watches, telephone hotlines, or parent patrols — can also be developed. As part of the DFSZ effort, law enforcement officials can also work with local government and civic groups to ensure that the laws pertaining to tobacco, alcohol and other drug use are enforced fairly and consistently and to divert nonviolent offenders to treatment and community programs.

V. IMPLEMENTATION: CORE STRATEGIES

Establishment and implementation of Drug-Free School Zone program elements and activities can be part of an evolving process in which citizens from all facets of the community join together in an effort to protect children, to make streets safe, and to deal with the multiple consequences of this severe social problem. Some strategies that can be used effectively by school and community partnerships in establishing drug-free school zones are suggested here.

Forming a Coordinating Committee

School and community coalitions and task forces can undertake a systematic planning process based on a careful assessment of needs, resources, and existing programs that can be linked to DFSZ initiatives, goals, and objectives. A working committee, representative of school and community interests and law enforcement, can be designated to coordinate and carry out DFSZ project tasks. One major task of this central committee would be to determine the strategies and activities to be incorporated in the DFSZ program.

Enhancing School-Based Prevention Programs

In establishing and enhancing school-based prevention programs, several different approaches are needed such as:

- **Age-appropriate information to convey the clear message that alcohol and other drug use is harmful and illegal;**
- **Workshops designed to promote decision-making and problem-solving skills;**
- **Self-concept self-development exercises;**
- **Positive alternative activities;**
- **Student peer group programs for adolescents;**
- **Peer group activities, along with parent guidance, for younger children;**
- **Information about referral and treatment programs for students and staff;**
- **Drug abuse counseling services for students of all ages;**
- **Targeting high-risk students for counseling and alternative programs;**
- **Involving parents in school prevention programs; and**
- **Making drug prevention information available to the whole community.**

Integrating Prevention and Enforcement Activities

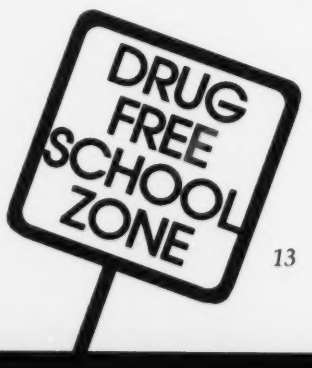
Community efforts to integrate prevention and enforcement strategies as a means of coping with illegal drug use are fairly recent. Some communities have instituted drug information and education programs in their schools such as DARE (Drug Abuse Resistance Education) and SPECDA (School Program to Educate and Control Drug Abuse), as part of their DFSZ initiatives. In these programs, uniformed police officers teach classroom lessons and speak at school assemblies about the prevention of alcohol and other drug use. The officers also make an effort to get to know the students personally, to serve as a meaningful resource for them.

Local police and school personnel can establish information, education, and safety programs that promote cooperative efforts. As an example, cities and towns, courts and law enforcement agencies cooperate with school districts in dealing with drug sales on school grounds and in making the streets around schools safe. In other instances, these agencies work collaboratively to devise appropriate alternative sanctions for youthful offenders such as mandatory attendance at drug education and counseling programs, mandatory community service, revocation of drivers' licenses, and being witness to the ravages of alcohol and other drug use. Local government, police, and neighborhood groups also work out collaborative agreements for reporting and dealing with local crime and for protecting children and other citizens. As mentioned earlier, they can also help citizens in setting up block watches, hotlines, parent patrols, safe stores, and/or victim assistance groups.

Promoting Awareness of Alcohol and Other Drug Problems

It is important to educate students, parents, and school personnel at every level about drug prevention and intervention. All sectors of the community need to become familiar with the symptoms and causes of drug abuse, as well as methods of intervention and sources of treatment. This information can be provided through school-sponsored parent and community workshops, or by trained police officers, cooperating medical personnel, or trained student volunteers.

Workshops that teach students, parents, and other community members how to obtain information and how to organize and carry out tasks are important activities in a DFSZ initiative. These learning experiences not only provide more effective project volunteers are but drug prevention strategies themselves.



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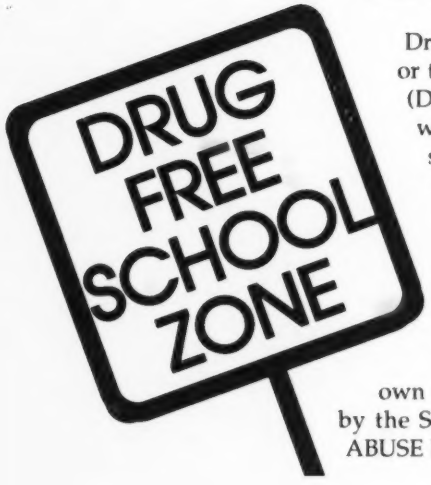
VI. IMPLEMENTATION: PUTTING DRUG-FREE SCHOOL ZONES IN PLACE

Central Coordination

In order to assure the effective implementation of a Drug-Free School Zone program, many basic tasks need to be assigned, carried out, and coordinated by school and community groups. In addition to collecting and disseminating its own plans and information, a task force or central committee, through its working committees and its volunteer staff, can establish regular lines of communication with all participating groups and agencies. One recommended approach is to assign regular liaisons to the various groups involved. Subsidiary tasks relating to funding, publicity, ordering signs, making posters, and other basic but necessary activities also will have to be assigned and coordinated. Accurate records should be kept of all related activities and expenditures.

Posting Signs



Drug-Free School Zone signs can be designed by students and made locally, or they can be purchased from the State Department of Correctional Services (Division of Industry, Eastern Correctional Facility, Naponock, NY 12458), which will either reproduce custom designed signs to order, or produce a standard rectangular white sign with blue lettering, saying "Drug-Free School Zone." Standard signs can also be ordered from Corcraft Products, 550 Broadway, Menands, NY 12204, (518) 436-6321. The signs can be ordered in more than one language.

DFSZ signs typically are placed on school walls and on fences and posts at the periphery of school grounds. Participating communities have been careful not to place signs in front of homes, directly on private property, or on utility company poles. Ordinarily, schools can place their own signs; street signs are placed by the town or city, and state highway signs by the State Department of Highways. FEDERAL AND STATE SUBSTANCE ABUSE LAWS ARE ENFORCEABLE WITH OR WITHOUT A SIGN.

Securing Funds

School prevention efforts generally are funded through a combination of State and Federal funds made available through the New York State Department of Education. Other public funds are available through the New York State Division of Substance Abuse Services, the State Division of Alcoholism and Alcohol Abuse, and through other State agencies. Some foundations and businesses also provide funds;

directories listing these private organizations are available in libraries. Local businesses and industries, such as banks and supermarkets, have been successfully solicited to provide funds for DFSZ signs and in-school police programs. Schools and students can also undertake creative fund-raising efforts such as car washes, dances, door-to-door sales, and poster contests.

Soliciting Volunteers

Much can be accomplished through the efforts of volunteers, especially where funds are limited. Volunteers can provide valuable time, energy, and experience as speakers, researchers, writers, media coordinators, artists, and envelope stuffers. Local agencies and businesses may be a valuable source of professional expertise, materials, and office space; they might provide printing equipment, stationery, and video cameras on loan. Student volunteers can serve as recruiters for, and participants in, program efforts to help other students.

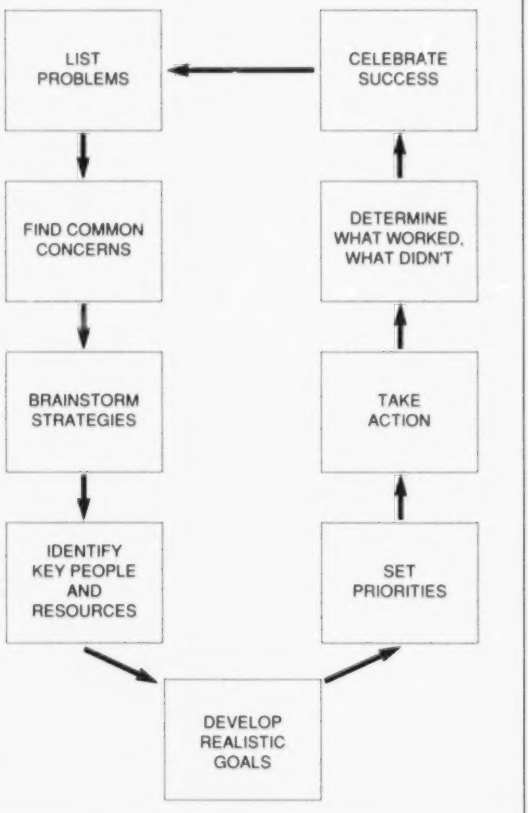
Publicizing the Project

Publicity is important at every stage of DFSZ planning and implementation in order to let people know about the project and to mobilize community support. Town meetings, classroom lessons, public hearings, and PTA meetings provide opportunities to share information and ideas. Flyers, posters and contests also help provide information and solicit volunteers. Radio and television public service announcements, commercials, and news stories, can be used to increase public awareness. Positive messages that promote healthy activities without the use of alcohol, tobacco, and other drugs can be broadcasted and disseminated. Fund-raising events can also provide publicity.

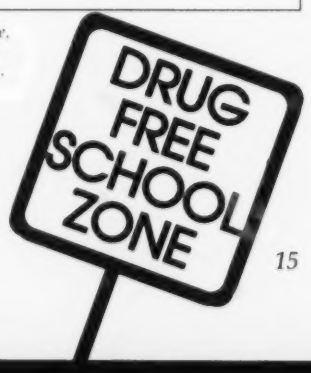
Monitoring and Evaluation

Monitoring the DFSZ program is necessary for purposes of evaluation and modification. Simple record-keeping such as that pertaining to attendance and participation in school and community prevention programs, drug-episode rates in schools, and neighborhood enforcement incidents can indicate what works for each community. Regular discussion among school and law enforcement officials and other interested members of the community also provides a means of monitoring and evaluating programs. Help with monitoring and evaluation can sometimes be provided through local planning agencies or research firms. Technical assistance is available through the State Department of Education and through other resources listed in Appendix C.

A Process For Developing Your Action Plan



Source: *Drug-Free Zones: Action Guide*, Crime Prevention Center, California Attorney General's Office, May 1991.



VII. CONTINUING TO WORK TOGETHER FOR DRUG-FREE SCHOOLS AND COMMUNITIES: STRATEGIES AND ACTIVITIES

Many other strategies and activities in support of Drug-Free School Zones can be considered both before and after signs have been posted. There are varied activities that schools, parents and other community members, students, local government officials, law enforcement agencies, and service agencies can get involved in by participating in community coalitions and through their multiple work and family roles.

Schools can:

- Develop comprehensive policies and codes of conduct concerning alcohol and other drug use and abuse.
- Establish comprehensive drug prevention and intervention programs for students and staff.
- Provide drug prevention training programs for teachers, administrators, and school staff.
- Assign responsibility for coordination of a drug prevention program.
- Establish strong referral linkages with local agencies for drug treatment and other social services.
- Provide alternative programs as needed for drug offenders and support for recovering students.
- Develop working agreements and cooperative programs with local law enforcement agencies.
- Help school health advisory councils and drug policy committees become catalysts for community drug prevention efforts.
- Develop community ties to build public support for parent and community drug prevention education.
- Disseminate drug prevention, intervention, and treatment information through flyers, newsletters, and workshops.
- Provide workshops in organizing community action.
- Solicit funds for food, child care and transportation, to enable working parents and others to participate in school functions.
- Provide "Awareness Days" that involve all sectors of the community in discussion of alcohol and other drug use and related issues.

Parents, Families, and Other Citizens can:

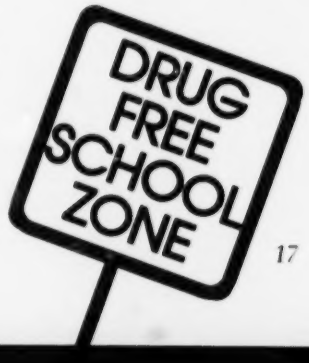
- Learn the signs and symptoms of drug abuse.
- Learn how to talk to their children about alcohol and other drugs.
- Learn how to seek help and where to get it.
- Mobilize neighborhoods in support of effective anti-drug programs.
- Lobby local and state government for needed services.
- Encourage schools, planning agencies, and corporations to teach citizens the organizational and planning skills needed to assist in addressing local problems.
- Cooperate with others to provide after-school child care and activities.
- Provide alternatives to drug use by offering tutoring, job training, recreation, and other help to high-risk youth.
- Make streets safer by seeking working agreements with local law enforcement agencies and establishing block watches, and watching out for each other.
- Join or initiate "Safe Home" parent support networks and take a united stand against the use of alcohol and other drugs.
- Be role models for a healthy life-style.

Students at All Grade Levels can:

- Be drug free.
- Become actively involved in school and community efforts to deal with alcohol and other drug problems.
- Take part in developing school policies.
- Join in peer rap and support groups.
- Reach out to students with drug problems.
- Provide support to recovering students.
- Volunteer for confidential youth hotlines.
- Get involved in student leadership and other peer programs.
- Make it known that it's not cool to use alcohol, tobacco, or other drugs.

Local Government can:

- Enact resolutions and ordinances establishing DFSZs (see Appendix D).
- Promote community awareness of the problems of alcohol and other drug abuse through the use of forums and public meetings.
- Seek adequate funding for alcohol and other drug abuse prevention and intervention programs.



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- Sponsor and/or operate realistic programs that meet community needs.
- Establish linkages with participating social service agencies.
- Support coordination of local efforts.
- Provide counseling and treatment programs.
- Mobilize support and assistance for victims of chronic drug abuse and social neglect such as pregnant addicts, crack babies, persons with AIDS, and the homeless.
- Sponsor activities such as Awareness Days and Drug Walks.
- Develop and disseminate community resource and referral directories.
- Provide leadership in DFSZ initiatives.
- Demarcate the area of the DFSZ and post warning signs.

Local Law Enforcement Agencies can:

- Provide drug education and prevention programs.
- Develop and carry out working agreements with schools regarding drug problems.
- Refer offenders and others at-risk to appropriate helping agencies.
- Secure school grounds and streets adjacent to schools from alcohol and other drug abuse and drug dealers.
- Promote recreational, social, and cultural activities for youth.

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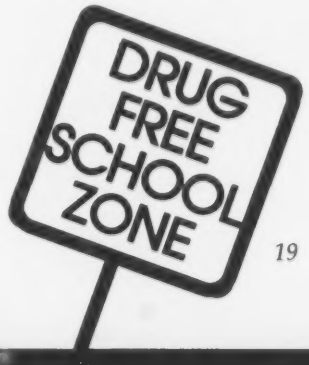
- Provide law-abiding models for and nonthreatening, mentoring relationships with youth.
- Work with communities to establish disciplinary and rehabilitative alternatives for youthful and first offenders.
- Offer information about laws and sanctions.
- Offer workshops that teach citizens how to report crime.
- Provide dependable follow-up to citizen drug complaints.
- Provide a visible presence in high crime areas, with foot patrols and/or mini-stations.
- Offer assistance in setting up and operating volunteer community watch efforts.
- Offer assistance in setting up parent after-school patrols.
- Set up drug tip lines for reporting suspicious activities.
- Establish drug hot lines. and
- Operate victim assistance and support programs.

Health Care and Social Service Providers can:

- Learn the signs and symptoms of drug and alcohol abuse.
- Offer treatment and rehabilitation options.
- Prescribe medications judiciously and teach patients how to use them properly.
- Use their expertise to take an active role in community efforts to deal with alcohol and other drug abuse.
- Identify health and social resources and develop referral linkages among community agencies.
- Supervise volunteer alcohol and other drug help lines.
- Work within their professional societies to increase public awareness and actively support adequate health and social services, including care for AIDS victims, employment training, and housing information.

Local Businesses and Workplaces can:

- Invite students and youth at-risk to participate with them in the world of work.
- Work with local government to establish and sponsor a youth employment bureau.
- Provide jobs for people recovering from alcohol and other drug addiction.
- Provide programs to assist employees and their families with alcohol and other drug problems and with day-care and medical problems.
- Sponsor drug prevention activities by providing funds, equipment, and/or expertise.
- Give out prizes and awards for effective programs.
- Use the media to convey alcohol and drug-free messages and values.
- Use stores to provide "Safe Havens" for school children, when necessary.



- Post signs stating support for DFSZs.
- Cooperate with fast food chains and other stores that have particular access to youth to run contests, and reward those who come up with good ideas to halt alcohol and drug abuse.

Fraternal Orders, Sororities, Civic, and Social Groups can:

- Collaborate in many of the activities listed above.
- Provide tutoring programs for students and adults.
- Act as Big Sisters and Big Brothers.
- Act as models and mentors by sharing their work day with students.
- Support neighborhood recreational, cultural, and athletic activities.
- Sponsor song, poster, or puzzle contests, on behalf of drug-free school zones and communities.
- Contribute signs, equipment and people power to drug-free school and community efforts.
- Distribute information and materials in support of drug-free school zones.
- Take a leadership role in learning about alcohol and other drug abuse problems and programs and serve as speakers and organizers in their towns and neighborhoods on behalf of drug-free schools and communities.

These lists of activities are meant to be suggestive rather than prescriptive. Each school and community will shape the Drug-Free School Zone that fits it best.

END NOTES

1 The Governor's Statewide Anti-Drug Abuse Council. *State of New York Anti-Drug Abuse Strategy Report*. Albany, NY, 1989.

2 Ibid.

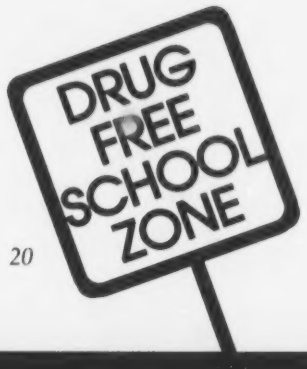
3 Ibid., p. 108.

4 New York State Education Department. *A Framework for Prevention*. Albany, NY, 1989 pp. 8-9.

5 National Commission on Drug-Free Schools. *Toward a Drug-Free Generation: A Nation's Responsibility*. Final Report, U.S. Department of Education, September, 1990.

6 *A Framework for Prevention*, p. 14.

7 U.S. Department of Education. *Schools Without Drugs*. Washington, DC, 1989, pp. 23-24. The Executive Working Group for Federal-State-Local Prosecutorial Relations. *Toward a Drug Free America*. Washington, D.C., December, 1988, pp. 35-36. National School Boards Association. *Alcohol and Drugs in the Public Schools: Implication for School Leaders*. Alexandria, VA, 1988.



APPENDIX A

Drug-Free Schools and Communities Act of 1986
Section 5122 (a)(8) as amended in 1989 and 1990

Not more than 42.5 percent of the funds available for each fiscal year under section 5121 (a) of this title to the chief executive of a State shall be used for grants to and contracts with parent groups, community action agencies, community based organizations, and other public entities and private nonprofit entities for the development and implementation of programs and activities such as . . .

(8) to promote, establish, and maintain drug-free school zones for schools within the State, which shall include —

(A) the determination with the assistance of municipal authorities and local law enforcement agencies, as appropriate, of the geographical boundaries of schools within the State and the posting of signs identifying school properties as drug-free school zones.

(B) drug-abuse education and prevention programs and enforcement policies designed to eliminate the illicit use of alcohol and drugs in such zones.

(C) assisting teachers, administrators, athletic directors, and other school personnel in cooperating fully with law enforcement officials to punish violations of laws relating to illegal drugs.

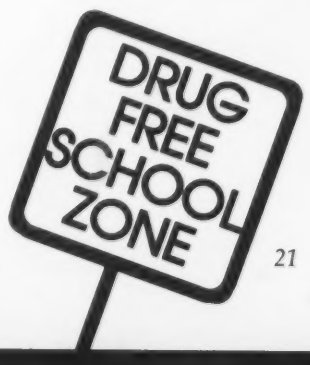
(D) informing the community —

(i) of the content and intent of laws relating to school safety and laws relating to illegal drugs as they affect school children. and

(ii) of the perimeters of the drug-free school zones.

(E) employing the services of the local or substate regional advisory council on drug abuse education and prevention established or designated by the local application submitted under section 5126(a) as a resource for advice and support with respect to implementation of such zones. and

(F) communication to students, teachers, athletic directors, and other school personnel by administrators that activities that are illicit and harmful to the health and well-being of the students will not be tolerated within schools and their surrounding environments.



APPENDIX B

Drug-Free Schools and Communities Act of 1986 Section 5145(a): Certification of Drug and Alcohol Abuse Prevention Programs

(a) IN GENERAL - Notwithstanding any other provision of law other than section 432 of the General Education Provisions Act and section 103(b) of the Department of Education Organization Act, no other form of financial assistance under any Federal program unless it certifies to the State educational agency that it has adopted and has implemented a program to prevent the use of illicit drugs and alcohol by students or employees that, at a minimum, includes -

(1) age appropriate, developmentally based drug and alcohol education and prevention programs (which address the legal, social, and health consequences of drug and alcohol use and which provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol) for students in all grades of the schools operated or served by the applicant, from early childhood level through grade 12.

(2) conveying to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

(3) standards of conduct that are applicable to students and employees in all the applicant's schools and that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on school premises or as part of any of its activities.

(4) a clear statement that sanctions (consistent with local, State, and Federal law), up to and including expulsion or imposed on students and employees who violate the standards of conduct required by paragraph (3) and a description of those sanctions.

(5) information about any available drug and alcohol counseling and rehabilitation and re-entry programs that are available to students and employees.

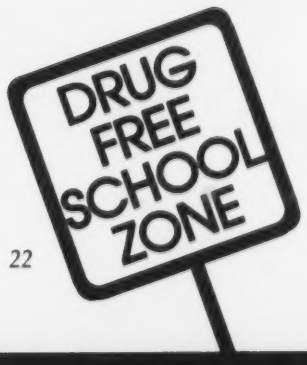
(6) a requirement that parents, students, and employees be given a copy of the standards of conduct required by paragraph (3) and the statement of sanctions required by paragraph (4).

(7) notifying parents, students, and employees that compliance with the standards of conduct required by paragraph (3) is mandatory. and

(8) a biennial review by the applicant of its program to

(A) determine its effectiveness and implement changes to the program if they are needed. and

(B) ensure that the sanctions required by paragraph (4) are consistently enforced.



APPENDIX C

New York State Penal Law Chapter 280

AN ACT to amend the penal law, in relation to increasing the penalties for sale of controlled substances on school grounds, defined to include within one thousand feet thereof

Became a law July 16, 1986, with the approval of the Governor.

Passed by a majority vote, three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. Paragraph (b) of subdivision two of section 70.00 of the penal law, as amended by chapter two hundred seventy-six of the laws of nineteen hundred seventy-three, is amended to read as follows:

(b) For a class B felony, the term shall be fixed by the court, and shall not exceed twenty-five years. *provided, however, that where the sentence is for a class B felony offense specified in subdivision two of section 220.44, the maximum term must be at least six years and must not exceed twenty-five years.*

§ 2. Paragraph (b) of subdivision three of section 70.00 of such law, as amended by chapter eight hundred seventy-three of the laws of nineteen hundred eighty, is amended to read as follows:

(b) Where the sentence is for a class B or class C violent felony offense as defined in subdivision one of section 70.02, the minimum period shall be fixed by the court pursuant to subdivision four of section 70.02. *Where the sentence is for a class B felony offense specified in subdivision two of section 220.44, the minimum period must be fixed by the court at one-third of the maximum term imposed and must be specified in the sentence.* Where the sentence is for any other felony, the minimum period shall be fixed by the court and specified in the sentence and shall not be less than one year nor moire than one-third of the maximum term imposed.

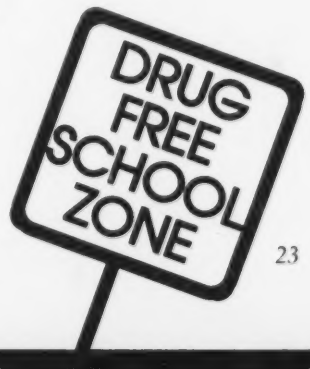
§ 3 Section 220.00 of such law is amended by adding a new subdivision fourteen to read as follows:

14. *"School grounds" means in or on or within any building, structure, athletic playing field, playground or land contained within the real property boundary line of a public or private elementary, parochial, intermediate, junior high, vocational, or high school, or within one thousand feet of the real property boundary line comprising any such school.*

§ 220.34 Criminal sale of a controlled substance in the fourth degree.

A person is guilty of criminal sale of a controlled substance in the fourth degree when he knowingly and unlawfully sells:

1. a narcotic preparation. or



2. ten ounces or more of a dangerous depressant or two pounds or more of a depressant. or

3. concentrated cannabis as defined in paragraph (a) of subdivision five of section thirty-three hundred two of the public health law. or

4. fifty milligrams or more of phencyclidine. or

5. methadone. or

6. any amount of phencyclidine and has previously been convicted of an offense defined in this article of the attempt or conspiracy to commit any such offense. or

7. a controlled substance in violation of section 220.31 of this chapter to a person less than nineteen years of age, when such sale takes place upon school grounds.

Criminal sale of a controlled substance in the fourth degree is a class C felony.

§ 5. Such law is amended by adding a new section 220.44 to read as follows:

§ 220.44 *Criminal sale of a controlled substance in or near school grounds.*

A person is guilty of criminal sale of a controlled substance in or near school grounds when he knowingly and unlawfully sells:

1. a controlled substance in violation of any one of subdivisions one through six of section 220.34 of this chapter to a person less than nineteen years of age, when such sale takes place upon school grounds. or

2. a controlled substance in violation of any one of subdivisions one through eight of section 220.39 of this chapter to a person less than nineteen years of age, when such sale takes place upon school grounds.

Criminal sale of a controlled substance in or near school grounds is a class B felony.

§ 6. This act shall take effect on the first day of November next succeeding the date on which it shall have become a law.

APPENDIX D

Statewide Resources

STATE EDUCATION DEPARTMENT

Division of Pupil Health and Fitness

John Fabozzi, Director

Bureau of School Health Education and Services

Rebecca Gardner, Chief

Drug-Free Schools and Communities Act Program Unit

Jacquee Albers, Program Director

Betsy Thompson, Program Assistant to Director

Evelyn Bernstein, Program Manager

Gail Harding, Program Manager

Chike Nnabugwu, Program Manager

Walter Szwetkowski, Program Manager

Theodore Wolfstich, Program Manager

New York State Education Department
Room 964 EBA
Albany, NY 12234
(518) 474-1491

Regional Drug Education Centers

Western New York

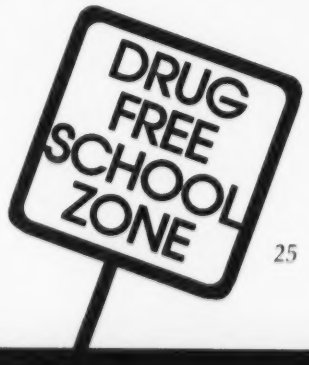
Cynthia Knowles, Regional Coordinator
Livingston-Steuben-Wyoming BOCES
Lackawanna Avenue
Mt. Morris, NY 14510
(716) 658-2291

Serving schools in the counties of Allegany, Cattaragus, Chautauqua, Erie, Genesee, Livingston, Monroe, Niagara, Ontario, Orleans, Seneca, Steuben, Wayne, Wyoming, and Yates.

Central New York

Anne Duffy, Regional Coordinator
Onondaga-Cortland-Madison BOCES
P.O. Box 4754
Syracuse, NY 13221
(315) 433-1536

Serving schools in the counties of Broome, Cayuga, Chemung, Chenango, Cortland, Delaware, Herkimer, Jefferson, Lewis, Madison, Oneida, Onondaga, Oswego, Otsego, Schuyler, Tioga, and Tompkins.



Northern New York

Beth Rodman, Regional Coordinator
Albany-Schoharie-Schenectady BOCES
Regional Planning Center
47 Cornell Road
Latham, NY 12110
(518) 786-3211

Serving schools in the counties of Albany, Clinton, Columbia, Essex, Franklin, Fulton, Greene, Hamilton, Montgomery, Rensselaer, St. Lawrence, Saratoga, Schenectady, Schoharie, Warren, and Washington.

Southern New York

Isabel Burk
Regional Coordinator
Putnam, No. Westchester BOCES
Health Education Center
Yorktown Heights, NY 10598
(914) 245-2700 ext. 454, 455

Serving schools in the counties of Dutchess, Orange, Putnam, Rockland, Sullivan, Ulster, and Westchester.

Long Island

Constance Wecker, Regional Coordinator
Suffolk 3 BOCES
Kellum Street School
887 Kellum Street
Lindenhurst, NY 11757
(516) 884-1000

Serving schools in the counties of Nassau and Suffolk.

New York City

Yvette Figueroa, Regional Coordinator
New York City Office of Substance Abuse
110 Livingston Street
Brooklyn, NY 11201
(718) 935-3252

Serving schools in the boroughs of Manhattan, Queens, Bronx, Brooklyn, and Staten Island.

Bureau of Physical Education and Safety Education

Donald Lindell, Associate in Physical Education, Acting Bureau Chief

Frank Beyer, Safety Education Program Director

Colleen Canorro, Assistant in Safety Education

Health Education and Services Network

John Quinn, State Health Coordinator

Nancy Allegretto, Associate in School Health Education

New York State Education Department
Room 965 EBA
Albany, NY 12234
(518) 474-3796

Office of Multicultural Education

Zelda Holcomb, Director
New York State Education Department
Room 463 EBA
Albany, NY 12234
(518) 474-2238

Office of Education of Children with Handicapping Conditions

Thomas B. Neveldine
Assistant Commissioner
New York State Education Department
Room 1061 EBA
Albany, NY 12234
(518) 474-5548

NEW YORK STATE DIVISION OF CRIMINAL JUSTICE SERVICES

Bureau for Municipal Police
Executive Park Tower
Stuyvesant Plaza
Albany, NY 12203

Kenneth Buniak
Associate Training Technician

Alton Hoke, Jr.
Senior Training Technician

1-800-SAY DARE
(518) 457-2667

DIVISION OF SUBSTANCE ABUSE SERVICES

Region 1

Scott Brady
Substance Abuse Specialist
Bureau of Prevention and Educational Services
Executive Park South
Albany, NY 12203
(518) 457-5840

Serving the counties of Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Niagara, Orleans, and Wyoming.

Region 2

Charles Monson
Substance Abuse Specialist
Bureau of Prevention and Educational Services
Executive Park South
Albany, NY 12203
(518) 457-5840

Serving the counties of Chemung, Livingston, Monroe, Ontario, Seneca, Schuyler, Steuben, Wayne, and Yates.

Region 3/4

Mark McNulty
Substance Abuse Specialist
Bureau of Prevention and Educational Services
Executive Park South
Albany, NY 12203
(518) 457-5840

Serving the counties of Broome, Cayuga, Chenango, Cortland, Herkimer, Jefferson, Lewis, Madison, Oneida, Onondaga, Oswego, Tioga, Tompkins, and St. Lawrence.

Region 5

John Ernst
Substance Abuse Specialist
Bureau of Prevention and Educational Services
Executive Park South
Albany, NY 12203
(518) 457-5840

Serving the counties of Albany, Clinton, Columbia, Delaware, Essex, Franklin, Fulton, Greene, Hamilton, Montgomery, Otsego, Rensselaer, Saratoga, Schenectady, Schoharie, Warren, and Washington.

Region 6

Charlotte Jewett
Substance Abuse Specialist
Bureau of Prevention and Educational Services
Executive Park South
Albany, NY 12203
(518) 457-5840

Serving the counties of Dutchess, Orange, Putnam, Rockland, Sullivan, Ulster, and Westchester.

Region 7/8

David Silver
Assistant Director for Prevention Services-Downstate
55 West 125th Street
New York, NY 10027
(212) 870-8461

Serving the counties of Nassau and Suffolk.

DIVISION OF ALCOHOLISM AND ALCOHOL ABUSE

Central Office

Frances M. Harding
Assistant Director
Community Education & Intervention
194 Washington Avenue
Albany, NY 12210

Downstate District

Glen Knight
District Director
270 Broadway, Room 410
New York, NY 10007

Herbert Baden
Regional Coordinator
Long Island Regional Office
P.O. Box 600
West Brentwood, NY 117717

Hermon Lockhart
Regional Coordinator
Mid-Hudson Regional Office
Hudson River Psychiatric Center
Branch B
Poughkeepsie, NY 12601

Upstate District

Dannie Rowell
Acting District Director
10 Colvin Avenue
Albany, NY 12206

Thomas Nightingale
Regional Coordinator
Finger Lakes Regional Office
109 South Union Street
Rochester, NY 14607

Edward Freeman
Regional Coordinator
Northeastern Regional Office
10 Colvin Avenue
Albany, NY 12206

John Priebe
Regional Coordinator
Western New York Regional Office
1021 Main Street
Buffalo, NY 14203

GRAND LODGE OF FREE AND ACCEPTED MASONS OF THE STATE OF NEW YORK

State Committee on Drug and Alcohol Abuse Prevention

Carl M. Rymski, III, Chairman
P.O. Box 71
Slingerlands, NY 12159-9702

Area I

Section A - Bronx, Kings (3), Queens (2), Richmond

Kenneth Force
Quarters F
U.S. Merchant Marine Academy
Kings Point, NY 11024

William Quackenbush
89-24 98th Street
Woodhaven, NY 11421-2730

Section B - Nassau (2), Suffolk

Dennis Green
696 Baldwin Avenue
Baldwin, NY 11510-2701

John Pollack
157-17 Eighth Street
Jamaica, NY 11414-2708

Area 2

Section A - Manhattan (10)

Edmund D. Harrison
P.O. Box 7352
Elmurst, NY11373

Sherman Cohen
1245 Avenue
Brooklyn, NY 11235-4269

Section B - Westchester (2), Putnam

Stephen Parlow
15 Herbert Avenue
White Plains, NY 10606-3403

Area 3

Section A - Sullivan, Orange, Rockland

Section B - Otsego, Schoharie, Delaware

Section C - Greene-Ulster

Section D - Columbia Dutchess

Ronald Steiner
18 Buena Vista Road
Suffern, NY 10901-1730

Henry Rhodes
Box 53
Burhans LA
West Camp, NY 12490

Area 4

Section A - Fulton, Montgomery, Albany, Schenectady

Section B - Saratoga, Warren, Washington, Rensselaer

Carl F. Rymski, III
P.O. Box 71
Slingerlands, NY 12159-9702

Area 5

Section A - Essex, Hamilton

Section B - St. Lawrence

Section C - Oneida, Herkimer

Gordon Hathaway

6285 Stage Road

Utica, NY 13502

Area 6

Section A - Onondaga, Oswego

Section B - Jefferson, Jefferson-Lewis

Section C - Oneida (2), Herkimer

Gordon Hathaway
6285 Stage Road
Utica, NY 13502

Area 7

Section A - Steuben, Chemung, Schuyler, Tioga

Section B - Wayne, Ontario, Seneca, Yates

Section C - Cortland, Madison, Cayuga, Tompkins

Section D - Broome, Chenango

Robert Rudman
17 Wood Run Commons
Rochester, NY 14612-2265

Roger Haich
1196 County Road #23
Phelps, NY 14532-9801

Area 8

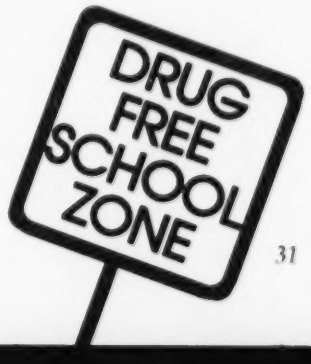
Section A - Allegany, Chautauqua, Cattaragus

Section B - 3 Eries

Section C - Niagara, Orleans

Section D - 2 Monroes, Genessee, Wyoming, Livingston

Edward Trosin, Jr.
1 Elmwood Park W.
Tonawanda, NY 14150-3314



APPENDIX E

Other Resources

Coalition Against Billboard Advertising of Alcohol and Tobacco (CABAAT)
65 Cadillac Square, #220
Detroit, MI 48226
(313) 965-1866

"Drug-Free Zones: Taking Action" "Safe School: A Guide for Action"
Videos and Planning Guide
California Image Marketing
3034 Gold Canal Drive, Suite B
Rancho Cordova, CA 95670
(916) 638-8383

Northeast Regional Center for Drug-Free School and Communities
12 Overton Avenue
Sayville, NY 11782
(516) 589-7022

"Safe Haven" Newsletter
National Coalition for Drug-Free School Zones
P.O. Box 18645
Washington, DC 200356
(202) 328-0100

Sorensen, Severen L.
Drug Free Schools Zones Consultant
5500 Friendship Boulevard
Suite 2019
Chevy Chase, MD 20815

U.S. Housing and Urban Development
Drug Information and Strategy Clearinghouse
Office for Drug-Free Neighborhooids
P.O. Box 6424
Rockville, MD 20850
1-800-245-2691

APPENDIX F

Sample Resolution

WHEREAS, the New York State Legislature has in Chapter 280 Sec. 220.44, of the Laws of 1986 amended the Penal Law to increase the criminal penalties for persons convicted of the sale of a controlled substance in or near school grounds. And

WHEREAS, Chapter 280 of the Laws of 1985 defined "School Grounds" as including any building, athletic playing field, playground or land within the real property boundary line of an elementary, parochial, intermediate, junior high, vocational or high school together with the area within 1,000 feet of said real property boundary line. And

WHEREAS, the (City) (Town) Board recognizes the grave threat posed to the youth of the Town by the actual or threatened illegal sale of controlled substances to the children of the (City) (Town). And

WHEREAS, the (City) (Town) Board supports the efforts of the _____ Police Department to eradicate the sale of controlled substances and illegal drugs on school grounds. And

WHEREAS, a full discussion of the matter has been had. IT IS THEREFORE

RESOLVED that the (City) (Town) Board hereby declare its implacable opposition to the illegal sale of any controlled substance on or near school grounds and supports severe penalties for such acts. And it is further

RESOLVED that the (City) (Town) Board hereby declare that there shall be a Drug-Free School Zone around each school in the (City) (Town) as defined in Chapter 280 of the Laws of 1986, which zone shall consist of the area within the real property boundary of all schools within the (City) (Town) together with 1,000 feet beyond said real property boundary. And it is further

RESOLVED, that the (City) (Town) Board declares its support for full and strict law enforcement of all laws designed to prevent illegal sale of controlled substances within said Drug-Free School Zone and its support for increased criminal penalties for sale of controlled substances within said zone. And it is further

RESOLVED, that the Commissioner of Public Works shall be authorized to prepare and place appropriate signs to be posted at _____.